**Planning Template for ECE Programs**

This template can be used for the planning of daily or weekly learning experiences and/or routines, and for the planning of introducing a new interest area and/or materials.

(This planning process is similar to the process of planning for a typical “lesson.”)

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| --- | --- | --- | --- |
| **Name/Focus of Experience or Classroom Routine** |  | | |
| **Essential Question** |  | | |
| **Date** |  | | |
| **Prepared By** |  | | |
|  | | | |
| **Stage 1: Desired Results** | | | |
| **Name(s) of Children**  Is this planning for a whole group experience, a small group, or an individual? |  | | |
| **Anticipated Learning Goals**  Will this learning experience focus on Prekindergarten ELEs/Kindergarten curricular outcomes or on a particular ECD domain? | **Essential Learning Experiences/Curricular Outcomes** | **Developmental Significance** | |
| **Stage 2: Assessment** | | | |
| **Originating idea**  The idea might come from your observations of the children or from your conversations with parents, or both. | **Observations and Interpretation of Children’s Strengths, Interests, Talents** | | **Conversations with Parents** |
| **Documentation**  **Plan** | **Assessment *for* Learning**  **Children’s Representations**  *Artwork, Artifacts, Recorded Thoughts, etc.* | | **Assessment *of* Learning**  **Recording and Sharing the Learning**  *Anecdotal Records, Photographs, Videotaping, SeeSaw, Learning Story, etc.* |
| **Stage 3: Procedures** | | | |
| **Setting/Area and Time** |  | | |
| **Materials** |  | | |
| **Description of Provocation/Transition** |  | | |
| **Possibilities for Intentional Learning/Teaching Strategies**  Include supports and adaptations that might be required when considering the learning needs and diversities of all children and families. |  | | |
| **Possibilities for**  **Open-Ended Questions** |  | | |
| **Description of End/Transition** |  | | |
| **Stage 4: Analysis and Reflection** | | | |
| **Personal Reflection** |  | | |
| **Next Steps** |  | | |